**Eureka Math *A Story of Units***

**Third Grade – Module 6**

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Materials based on Eureka Math Version 3.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Third Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 6 Grading Guidance:**

* Standard 3.MD.3 will not be assessed again after Module 6. Standard 3.MD.4 will be taught and assessed again in Module 7. (See checklist on page 3.)

**Grade 3 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 6.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 3 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3.OA | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  | X |  |  |  |  |
| 4\* | X |  | X |  |  |  |  |
| 5\* | X |  | X |  |  |  |  |
| 6\* | X |  |  |  |  |  |  |
| 7\* | X | X | X |  |  |  |  |
| 8\* | X |  | X |  |  |  |  |
| 9\* |  |  | X |  |  |  |  |
| 3.NBT | 1 |  | X |  |  |  |  |  |
| 2 |  | X |  |  |  |  |  |
| 3 |  |  | X |  |  |  |  |
| 3.NF | 1\* |  |  |  |  | X |  |  |
| 2a\* |  |  |  |  | X |  |  |
| 2b\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 3.MD | 1\* |  | X |  |  |  |  |  |
| 2\* |  | X |  |  |  |  |  |
| 3 |  |  |  |  |  | X |  |
| 4 |  |  |  |  |  | X | X |
| 5a\* |  |  |  | X |  |  |  |
| 5b\* |  |  |  | X |  |  |  |
| 6\* |  |  |  | X |  |  |  |
| 7a\* |  |  |  | X |  |  |  |
| 7b\* |  |  |  | X |  |  |  |
| 7c\* |  |  |  | X |  |  |  |
| 7d\* |  |  |  | X |  |  |  |
| 8 |  |  |  |  |  |  | X |
| 3.G | 1 |  |  |  |  |  |  | X |
| 2 |  |  |  |  | X |  |  |

**Third Grade Module 6: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 6: End-of-Module Assessment** | | | | | | |
|  | **Domain** | | | | **Standards** | | |
| Question | Measurement and Data | | | | 3.MD.3 | 3.MD.4 | |
| 1 | 1 2 3 4 | | | | X |  | |
| 2 | 1 2 3 4 | | | | X |  | |
| 3 | 1 2 3 4 | | | |  | X | |
| 4 | 1 2 3 4 | | | |  | X | |
|  | | |  |  |  | |  |
| Domain  Score | Measurement and Data | | | | Note: For more information about standards assessed in this module, see back of this score sheet. | |
| Total Points |  | | | |  | |
| Level | 4 | 14-16 points | | |  | |
| 3 | 10-13 points | | |  | |
| 2 | 6-9 points | | |  | |
| 1 | 4-5 points | | |  | |

Notes:

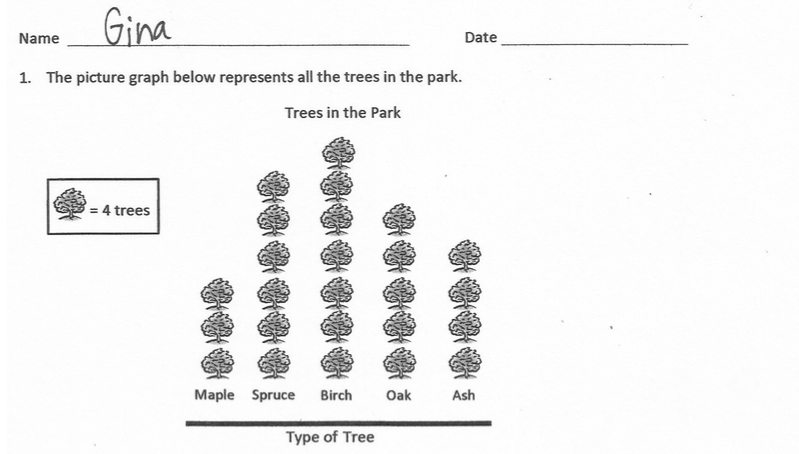
**Third Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)**

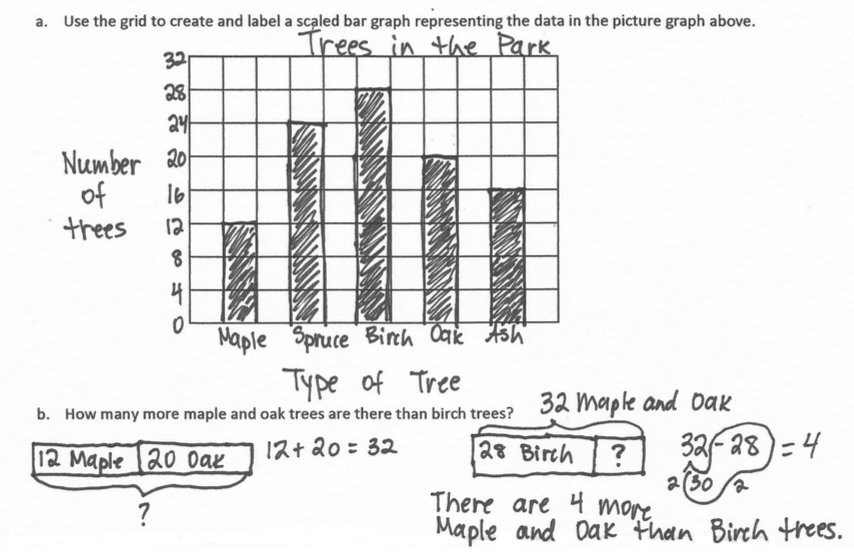
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| End-of-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Represent and interpret data.  3MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*  3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. |

**Third Grade Module 6: End-of-Module Assessment Task Rubric**

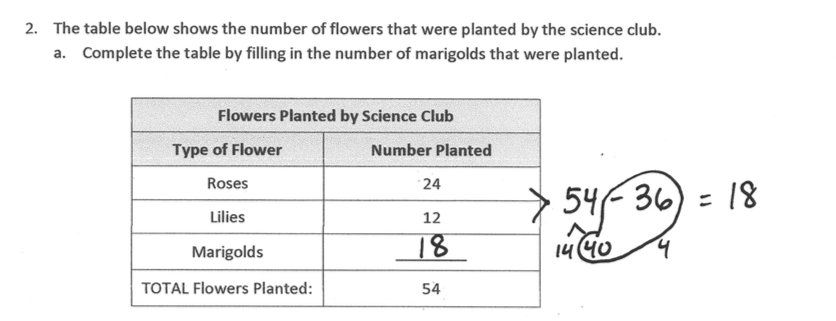
| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  3.MD.3 | The student correctly answers **0-1** parts. | The student correctly answers **2** part. | The student correctly answers **3** parts. | The student correctly answers **4** of the four parts. (See below.) |
| a. Creates a bar graph with **(1)** a scale of 4, **(2)** title, vertical, and horizontal (bar) labels, and **(3)** accurate bars  b. **(4)** Finds that there are 4 more maple and oak trees than birch trees. | | | |
| **2**  3.MD.3 | The student correctly answers **0-1** parts. | The student correctly answers **2** part. | The student correctly answers **3** parts. | The student correctly answers **4** of the four parts. (See below.) |
| a. **(1)** Calculates 18 marigolds.  b. Creates a picture graph with **(2)** an appropriate scale and picture **(3)** labels, and **(4)** accurate representation of the data from the table. | | | |
| **3**  3.MD.4 | Student correctly answers **0-1** of the four parts. | Student correctly answers **2** of the four parts. | Student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| a. **(1)** Finds 18 sunflowers in Fred’s backyard and **(2)** provides sound reasoning to support the answer.  b. **(3)** Lists , , and **(4)** in order. | | | |
| **4**  3.MD.4 | The student correctly answers **0-1** of the five parts. | The student correctly answers **2-3** of the five parts. | The student correctly answers **4** of the five parts. | The student correctly answers **5** of the five parts. (See below.) |
| a. Creates a line plot with **(1)** an appropriate scale, **(2)** title and horizontal label, **(3)** accurate data display, and **(4)** sound reasoning for the choice of scale.  b. **(5)** Finds 1 more shoot that measured inches than and inches combined. | | | |

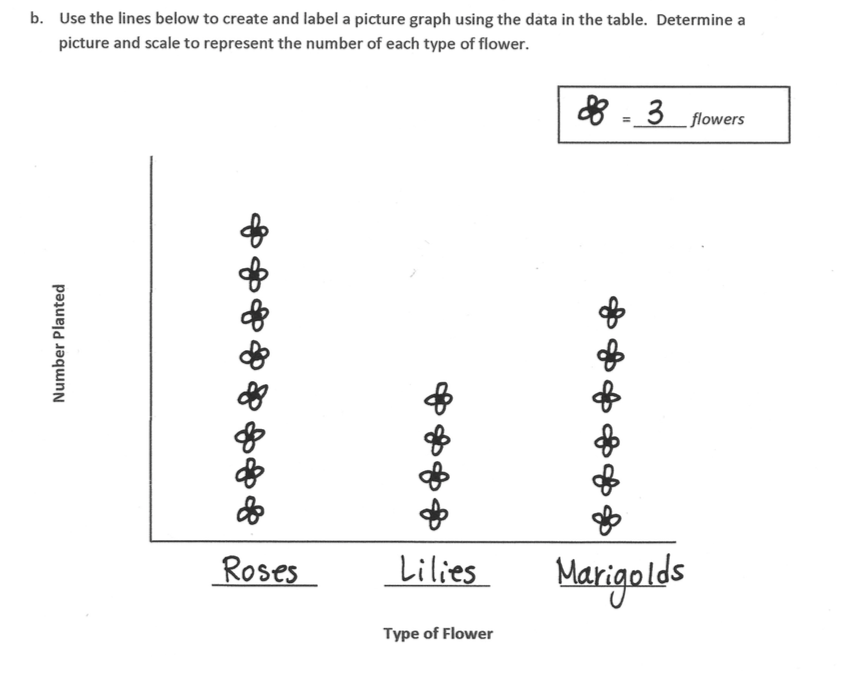
**Third Grade Module 6: End-of-Module Assessment Task Key**



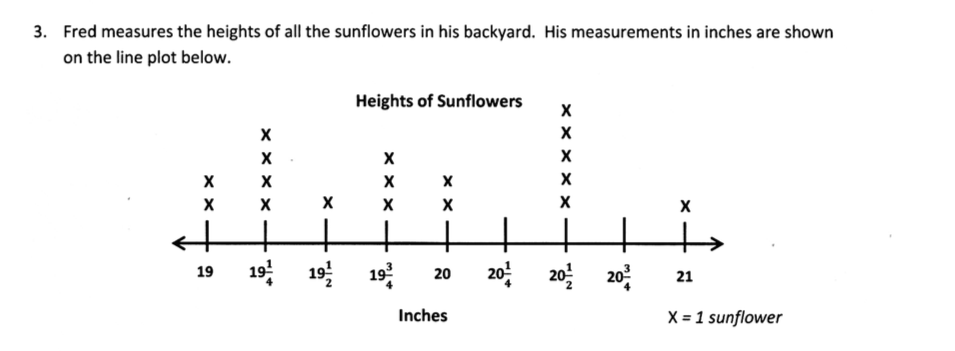


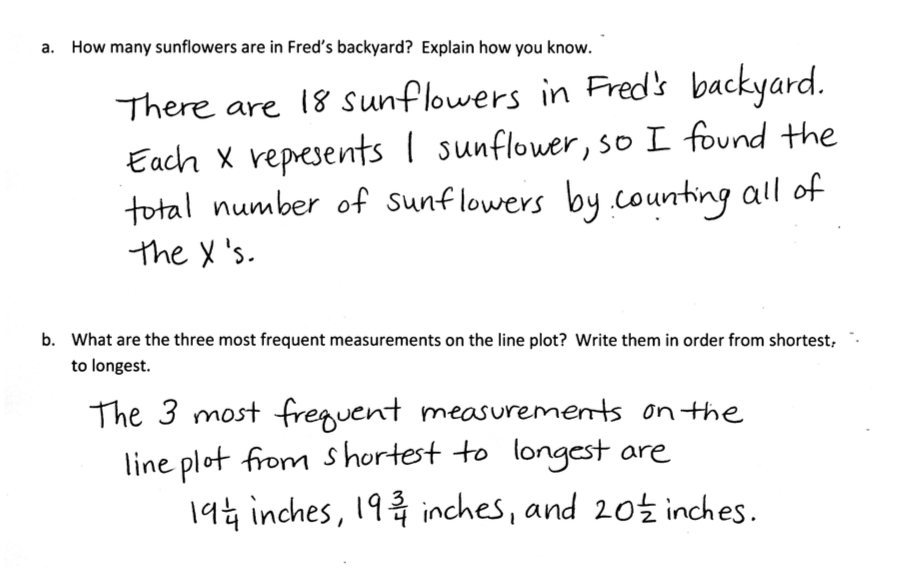
**Third Grade Module 6: End-of-Module Assessment Task Key (continued)**





**Third Grade Module 6: End-of-Module Assessment Task Key (continued)**





**Third Grade Module 6: End-of-Module Assessment Task Key (continued)**

